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Blurring Staff and Student Identities: the impact of learning partnerships

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## Teaching and Learning Consultants

Get a student's-eye perspective  
on your teaching



*University of*  
**HUDDERSFIELD**

# Blurring Staff and Student Identities: the impact of learning partnerships

Kathrine Jensen

ALDinHE Conference, University of Huddersfield

14-16<sup>th</sup> April 2014



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A photograph of several stacks of smooth, rounded stones in shades of grey, tan, and brown. The stones are stacked in a way that suggests a path or a decorative arrangement. In the background, there is a wall made of rough, grey stone blocks. A semi-transparent blue rectangular box is overlaid on the upper half of the image, containing white text.

"We see things not as they are  
but as we are."

Anais Nin

# Student training

“...students have unique perspectives and are experts on the experience of learning in higher education...”  
(Crawford 2012)

## Developing confidence in:

- their role
- their position as experienced learners
- giving feedback/opening dialogue

Photo by  
@kshjensen





# Developing perspectives



Photo by  
Mark Curry



“I now know that there is the potential out there for learning to be so much more than it is now. Some lecturers get it but I think more can be done to change the learning experience. But I also realise that students still need to be willing or no changes will make a difference.” (Student consultant)

# Developing perspectives

Photo by Kathrine Jensen @kshjensen



“I thought it was amazing. We looked at what students wanted from feedback as opposed to what I want them to learn.” (Academic staff member)

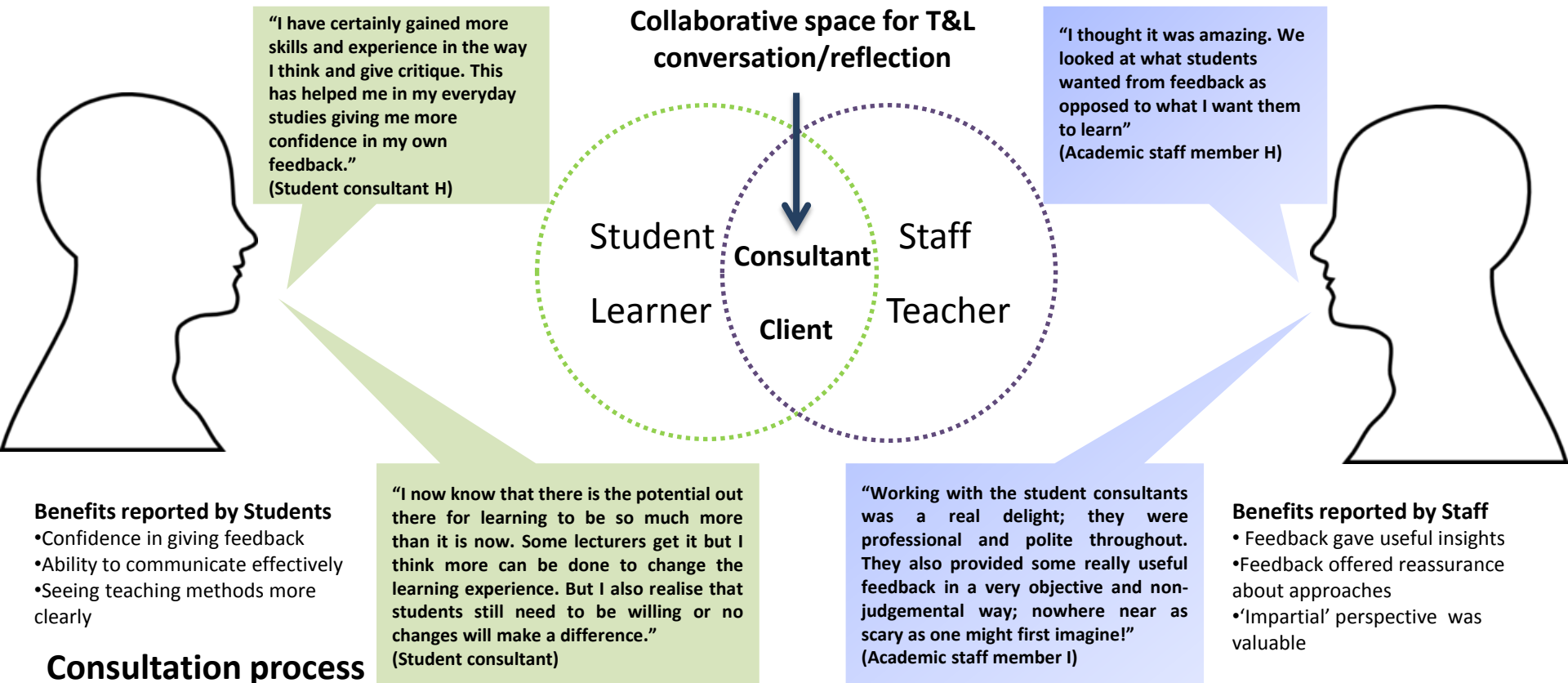
# Student Teaching and Learning Consultants: A partnership model

Kathrine Jensen, Julia Kendrick, Sunnie Swinburn

University of  
HUDDERSFIELD

## Aims:

- To provide meaningful engagement of students in improving teaching and learning experience
- To create opportunities for student and staff to engage in reflection and dialogue around teaching and learning
- To offer objective student feedback to lecturers



## Consultation process

Academic staff contacts project coordinator (PC) with request  
Project coordinator contacts student consultant (SC) with task


SC contacts academic to set up meeting  
SC and academic staff meet to discuss and negotiate task  
SC carries out task  
SC arranges feed back discussion meeting with lecturer

SC sends feedback on consultation to PC  
Academic staff sends feedback on consultation to PC



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- 
1. Enable staff and students to take up different roles to develop perspectives on teaching and learning
  2. Promote conversations about teaching and learning
  3. Develop spaces where this can take place



# More information

Project blog posts tagged  
with #HEASTLC at  
<http://theinstituteblog.co.uk>

Contact:  
[k.jensen@hud.ac.uk](mailto:k.jensen@hud.ac.uk)  
Twitter: @kshjensen

Crawford, K. (2012). *Rethinking the student/teacher nexus: students as consultants on teaching in higher education*. In H. Stephenson, L. Bell and M. Neary (Eds.), *Towards teaching in public: reshaping the modern university* (52-67). Continuum. ISBN 9781441124791

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Posted on [February 13, 2014](#)

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### Student perceptions of inspirational teaching

Posted on [November 7, 2013](#)

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